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ABSTRACT

This paper describes a social studies unit which addresses the problem of cultural dissonance in black, inner city kindergarten children who enter school without adequate classroom social interaction skills. In order to avoid using extensive academic time to orient children toward cooperative behavior and discipline procedures throughout the school year, step-by-step intervention program to promote prosocial behavior is offered. The program consists of modeling by an authority figure, practice of modeled behavior, video taping of the practice, and viewing the video tapes on a weekly basis for a period of ten weeks. Procedures for implementing the curriculum unit, as well as its setting, general goals, objectives, solution strategy, and calendar for implementation, are described in the body of the paper. A final chapter gives results, conclusions, and recommendations.
 (Author/DST)

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REPORT

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IMPLEMENTATION OF A PROGRAM OF PROSOCIAL
BEHAVIOR IN AN INNER CITY KINDERGARTEN
CLASSROOM

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N O V A U N I V E R S I T Y

IMPLEMENTATION OF A PROGRAM OF PROSOCIAL BEHAVIOR
IN AN INNER CITY KINDERGARTEN CLASSROOM

PRACTICUM I REPORT

BY

Janice Schnobrich

Nova University

Cluster 14

July, 1985

PS 015642

ABSTRACT

Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom

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Ed.D. Early Childhood Program

Descriptors: Prosocial Behavior/Classroom Behavior/Student Behavior/Modeling /Social Relations/School Discipline/Moral Development/Early Childhood Aggression/Behavior Problems

Many of the children enrolled in a black inner city kindergarten, for the first time, have not been provided with the experiences for adequate classroom social interaction. Thus much academic time is spent in orientation toward cooperative behavior and discipline procedures throughout the school year.

This practicum solution to the problem of cultural dissonance upon entry to kindergarten called for a step-by-step program of modeling, practicing the modeled behavior, video taping, and viewing the video tapes on a weekly basis for a period of ten weeks, as part of the social studies program. This brief curriculum took place at the beginning of the school year.

There were definite changes in the kindergarten group's behavior in a positive direction as measured on The Consumer Satisfaction Scales. By directly approaching the problem of acceptable school behavior, more time was afforded for academic pursuits during the remaining school day and school year.

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Chapter One: Introduction

Background Information

Lewis Holmes is an elementary school five miles south and west of a major Midwest city's main business district. The school was built in 1893 and was named after a former superintendent of public schools. There have been two major additions added to the Lewis Holmes School. The first addition was built to the south of the original structure in 1912 and the second was added in 1923 and joins the original structure from the west.

The present building is suited for a capacity enrollment of 1,300 children. There are, approximately, 600 children in attendance. In the early 1970's Holmes housed some 2,100 children. During this same period the Board of Education released funds for a major renovation of the total structure. Restoration went on from 1972 until 1977 when work was discontinued as enrollment declined. As a result some of the rooms in the 1893 portion have not been made habitable for classroom use. For the most part, the non-restored rooms are on the third floor of the original structure.

In the Spring of 1980 Holmes, along with twelve other schools, was slated for closing by the Board of Education. Open meetings were held and the citizens and community leaders raised protest about the impending closure. Thus Holmes was saved and is still a vital educational institution.

The community surrounding Holmes has been on the decline since the 1950's. It was then the population began shifting from white middle-class of Jewish heritage to working class black. Many of the spacious two and three flat apartment buildings were subdivided into smaller apartment units. Local businesses relocated. Some buildings have since been destroyed by fire and/or abandoned, and a few have been razed.

While there is still a small population of working class blacks residing in the community, whose grandchildren now attend the Holmes School, most of the children enrolled are from families whose income is at or below the poverty level.

This low level of family income entitles better than ninety-eight percent of the children at Holmes to a daily free lunch. Only one child in the entire school population pays full price for the noon meal.

This same income status has made the school children eligible for benefits from many other government programs targeted for the inner city school population. At present there are several programs at Holmes funded in part through the Education Consolidation Improvement Act (E.C.I.A.) and the Department of Health and Human Services. Most recently the school was designated as an Effective School. This has entitled the school to receive additional funding from the

Office of Equal Educational Opportunities (OEEO).

The Effective School Program lends support to schools which are racially isolated. Primary concern is directed toward segregated minority schools with reported poor pupil attendance levels and low reading scores.

Writer's Role and Responsibilities

This writer is an all-day-kindergarten teacher in a Follow Through program, funded in part by both E.C.I.A. and The Board of Education.

Inherent in this role of kindergarten teacher are the many duties designated to all teachers of public school children: implementation of required curriculum, fundamental classroom management and responsiveness to individual and group differences in the learning environment known as school. In addition, this kindergarten teacher is answerable for implementation of the Follow Through program specified by E.C.I.A. guidelines.

Chapter Two: Study of the Problem

Problematic Conditions

The majority of kindergarten children enrolling at Holmes are beginning their first school experience. These young black inner city children come to the classroom with excessive energy, high emotional charge and a people oriented quality that Hale (1981, p. 69) suggests may be part of an African heritage. They encounter a traditional white middle class institutional environment and are unable to respond appropriately to the demands this environment makes on them.

The behaviors manifested by this cultural conflict or dissonance are described by many educators as disruptive, unmanageable, and asocial. In the context of the formal school situation, the young black child creates many problems for the classroom teacher whose job it is to teach a mandated predetermined curriculum to assumably undisciplined children. Depending on the teacher and the climate, this problem becomes manageable or unmanageable for both teacher and child.

Research results (Medley, 1977) and common sense suggest that student learning gains are positively related to such factors as amount of time spent by student on structured instructional tasks, reduction in disruptive behavior and positive teacher-student interaction (Jones and Jones, 1981, p.vii). In the case of the young inner city child the new rules of expected behavior should be set down, observed and

practiced very early in the school career in order for the child to maximize effective learning and insure school success.

Prior to this practicum the rules and regulations of behavior were given to the child randomly as occasions of disruptive actions occurred. The child thus learned, incidentally, how he/she was not expected to act. However no measure was taken in curricular events to teach the child how to behave in given circumstances or time allotted for him/her to acquire the crucial knowledge to do so. He/she was expected to act prosocially given only negative cues and was not systematically reinforced for efforts expended toward positive efforts to control his behavior in the expected manner.

It was thought that resolution of this conflict could be greatly enhanced by direct delineation of social classroom behaviors in curricular form. The child would then know what was expected of him in the new environment and could concentrate on other cognitive academic processes set down by the mandates of school once the elements of prosocial actions were assimilated.

The teacher, in turn, would be provided with focused intent on specific positive behaviors and reinforcements. The time taken in disciplinary measure would be greatly reduced, giving both teacher and child more control over and satisfaction with their interpersonal relationships.

Documentation of the Problem

In September, 1984, as soon as enrollment in the kindergarten classrooms had stabilized, a period extending three weeks into the school year, The Consumer Satisfaction Scale (Jackson, Jackson and Monroe, 1983 P. 101-102) was taken on every child in the writer's classroom by non-classroom school personnel. The checklists were completed during one five day school week (see Appendix A).

In addition to the checklists. a Time Sample of On Target Behaviors (see Appendix B) was taken on each child. This time sample was recorded, five consecutive minutes for each child, at fifteen second intervals, during the same period of time as The Consumer Satisfaction Scale. The Time Samplings were done by a trained paraprofessional.

All behavior that was prosocial, as it pertains to classroom activity in which the child was participating, was marked On Task. A summation of each child's pre baseline behavior was tabulated and charted. Total class pre baseline is presented in Appendix B.

A five item, forced choice, School and Classroom Norms of Discipline in the Primary Grades checklist was administered to the eight kindergarten and primary teachers (see Appendix C) in order to determine attitude at the beginning of the project. The results of this checklist appear in Appendix C.

Causal Analysis of the Problem

The young inner city black child is at great disadvantage on initial contact with the public educational institution. The child arriving at Holmes is no exception. He/she is, for the most part, embarking on his/her first school venture. Unlike many of his/her middle class peers, who have had benefit of structured preschool experience, the inner city black child comes directly from home to school.

This same child enters an environment that reflects a value system and tradition quite dissimilar from the familiar home milieu (Roberts & Akinsanya, 1976). The culture of school is dominated by a world view of European societal thought which expounds a variety of ideal characteristics including conformity, atomistic information, deductive logic, abstraction, analytic knowledge and standardization (Hilliard, 1976). This history of analytical thought defines a reality that suggests men and nature are adversaries and survival of the fittest is the ultimate goal.

The Afro-American child moves to this climate with a very different and unique frame of reference. This style is more relational in nature with tendencies to view things in their entirety, prefer inferential reasoning, approximate space, time and number, focus on people and activities, have a keen sense of justice, prefer novelty, personal freedom and distinctiveness, and be proficient in nonverbal as well as verbal communication (Hilliard, 1976). In this context of

relational thought men and nature are one. People and environment are ever changing and interchanging. The individual acts on, reacts to and blends with the environment in the present. Time is not immediate and living is now.

Thus, the young black inner city child brings to the classroom a relational enculturation that behaviorally manifests itself in high energy, distractability, emotional outburst, short attention, immediacy of response and justice. He is a Gestalt-type thinker, more concerned with wholistic quality of the situation at hand than with the minute qualities of time, quantity and space (Hale, 1981) in the future. Along with this psychological disposition, he brings to the classroom a communication style (Phillips, 1982) that mirrors his cultural heritage verbally and nonverbally.

He runs head-on into an establishment intolerant of his alive, fluid and reactive style. He is expected to immediately conform to the analytical elements of standardization, logic and rigid order. While behavioral style is indicative of a view of the world, and "every style is necessary, valuable and useful in human experience if society is necessary, valuable and useful in human experience if society is to function fully" (Hilliard, 1976, p. 43), school does not allow for this difference. By definition, the psychological set the young Afro-American

child brings with him to his new learning situation is considered deviant to and deficient in the social world governing school.

In addition to dissonance caused by cultural discord and strangeness of new environment, the young black inner city school neophyte usually lacks the sway and political support of parental power to somewhat ease the burdensome transition of home-to-school.

This child is usually the product of a single parent home managed by a mother who had her first, second, and possibly third child while still in her teen age years. She lacks the skills and education to monetarily support herself and her family and must rely on government subsistence to provide basic living and health needs. This reliance on welfare agencies may have been a contributing factor in her decision, as an unwed mother, to keep rather than abort her unborn fetus (Eisen, Zellman, Leibowitz, Chow & Evans, 1983).

Her psychological and emotional support systems are dependent on her mother (DeAnda, 1983) and other unmarried peers. Her locus of control is external (Loeb, 1975), making her highly directive and coercive in parenting tactics (Bugental and Shennum, 1984) employed in the socialization of her children. Corporal punishment is the most common controlling strategy.

Her parental circumstance: extreme youth, social-economic condition and dependency tend to render her

powerless in most life events. She has never been fully acculturated into the larger society which now holds her in low esteem. As a result, she is unable to help her child resolve the conflicts or speed the process of his enculturation into this larger society.

While the home is nurturing in intra-family relationships, it offers little in support of home-to-school inter-relationships or smooth, comfortable transition for the child.

Relationship of the Problem to the Literature

In reviewing the literature this writer found evidence of three theoretical orientations explaining the genesis of prosocial behavior. Edwards & Whiting (1980) have delineated these positions: (a) the biological model which focuses on constitutional factors; (b) the cognitive-developmental model which stresses maturational stages effecting behavior; and, (c) the social-learning or socialization model which depicts specific principles of learning influencing the organism's behavioral growth and development.

The biological model is becoming more important (Whiting, 1983) as technology improves. To date, the variables have been difficult to assess and research has been limited to such studies as those of sex differences in hormonal profiles of male and female children as reported in genetic research (Cavalli-Sforze, 1977; Stern, 1973),

psychological studies (Freedman, 1976; Maccoby, 1980; Maccoby and Jacklin, 1974) and inborn personality pattern investigations (Caudill and Frost, 1972; Chisholm, 1980; Thomas, Chess and Birch, 1970; Thomas and Chess, 1977). There is an infinite amount of research yet to be done in this area.

The genetic and biological development of the child is little contaminated by social circumstance until birth (Gardner, 1982) when nature becomes modified by nurture and effects of external environmental conditions. Address is then given to the prosocialization of the child in the context of cognitive-development and social-learning. The prosocial cognitive development approach emphasizes the continuing interaction between the organism and experience (Whiting, 1983) and has, until quite recently, neglected to consider the dynamics of environmental influences.

Cognitive psychologists Kohlberg (1976), Piaget (1932), and Turiel (1969) have all developed stage theories of moral development. Piaget advanced his experiential stage theory of invariant sequence to a theory of moral development. On the basis of his observational data, Piaget hypothesized that children move from heteronomous morality to autonomous morality. Children in the heteronomous stage regard rules as absolute laws of nature and right and wrong are judged on the basis of consequence (Staub, 1979).

However, recent studies (Karniol, 1978; Surber, 1977)

suggest that judgement of intention is as important as consequence in determining right and wrong. The major variable seems to be the decrease in weight assigned to consequence with increasing maturity.

Kohlberg has expanded the stage theory to six levels of moral reasoning with each stage acting as a stepping stone for the next. Intrinsic motivation, man's basic goodness, experience, and invariant sequence are inherent in Piaget's and Kohlberg's theories of prosocial cognitive development. The child strives to establish equilibration or internal balance when discrepancies exist between what is perceived and what is known in the continuing interaction with his environment, quest for rules governing his world and movement toward higher levels of understanding.

Whether or not a theory of invariant stage development with sole reliance on motivation and experience can explain greater social reasoning capacity has been questioned by some researchers. Holstein (1976) found that while children tended to progress to higher levels of moral reasoning with maturation, adolescents and adults tended to regress to lower stages over the same period of time.

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Bandura and MasDonald (1963) and Cowan, Langer, Heavenrich and Nathanson (1969) were able to change a child's judgement of an act's consequence and actor's intention in the direction of more advanced reasoning through modeling procedures in lieu of direct experience.

There is growing evidence that the influence of content and issues (Levine, 1976; Urbach and Rogolsky, 1976), the identity of the individual in conflict (Levine, 1976), and adult influences (Eisenberg-Berg in Mussen & Eisenberg-Berg, 1977; Johnson and McGillicuddy-Delisi, 1983) all effect the child's stage of moral reasoning.

Turiel (1969) has extended the stages of moral reasoning and argues that these stages are not absolute. Moral issues consist of many and varied elements. Turiel (1978) has also distinguished between the rules of social convention and the rules of moral reasoning. As investigation continues in the domain of cognitive moral development, application of stage theory needs to be reexamined in light of value systems, situational context and inductive influences.

The social-learning theory approach has been primarily a behavioristic orientation to the study of child development. The principles of learning are very specific. Reinforcement, punishment and modeling (Staub, 1979) determine what, how, and why children learn to become social

beings. Environment forces shape, maintain and change behavior and effects of these forces on the child are measured in behavioral terms.

Researchers have paid considerable attention to the observed effects of the mother's (Ainsworth, 1977; Sroufe, 1978; Zahn-Waxler, Radke-Yarrow & King, 1977) and teacher's (Aspy and Buhler, 1975; Chaikin, Sinler and Derlega, 1974; Greenwood and Hops, 1976; Kleinfeld, 1975; Mordock, 1975; White, 1975) interactions with children. Recently some attention has been paid to effects of the father's (Brazelton, 1976; Clarke-Stewart, 1978; Lamb, 1977; Lamb, 1979) interaction with the child in the early years. Only minor concern has been given to the role of peers (Hartup, 1982), effects of task performance (Kooner, 1975), and play activities (Lamb, 1978) as agents in shaping social behavior (White, 1983).

Research theory (Bandura, 1971, 1976, 1977; Masters and Mokros, 1974; Meichenbaum, 1974; Mischel, 1973, 1976) have begun to place more emphasis on the influence of cognitive concepts as mediators in self-reinforcement, maintenance of standards of conduct, self-directed verbalization and execution of strategies and plans toward goal fulfillment (Staub, 1979). The cognitive process of intrinsic rewards, behavior independent of specific contingencies, and control of response patterns due to acquired value systems have become incorporated into social

learning theory and investigation (Bandura, 1977). Problem-solving solutions, as well as reinforcement, punishment and modeling strategies, have been demonstrated to be determinants of prosocialization. Correlation studies have and are now exploring the relationships between child rearing practices and children's behavior, and acquired values and standards and children's behavior.

The biological approach, still in it's technological infancy, must be left to those researchers who are scientifically knowledgeable. The cognitive-developmental approach is more philosophical than practiced as it is, for the purposes of training and intervention, a theoretical explanation of how, under ideal conditions, a child acquires prosocial knowledge through experience of direct interaction with his environment.

The social-learning approach, while not pure science, offers more pragmatic application and expedient resolution to the problem of cross-cultural socialization. Behaviors can be assessed, trained and evaluated in terms of setting alone, allowing for variance of style between cultures while maintaining accepted style within culture.

Solutions to Similar Problems-in-the-Literature

Staub (1979) lists four classes of influences on children's development of personality, with emphasis on prosocial orientation. These are parental or adult socialization: natural socialization participation in prosocial behaviors; peer socialization; and nature of environment.

In the social-learning framework, the parent or adult acts to socialize the child through conditioning-punishment and identification principles. Certain parental practices seem to promote the likelihood that the child will later exhibit positive social behavior. Affection and nurturance, effective but reasonable modes of control, reasoning with the child, modeling of positive social behavior and the use of induction by adult authority figures (Eron and Huesmann, in press; Lefkowitz, et al, 1977; Patterson, 1982; Staub, 1979) are modes through which a child develops positive social orientation.

Research has demonstrated aggression and prosocial behavior are negatively correlated (Eron and Huesmann, in press; Feshbach and Feshbach, 1969) and that frequent use of harsh punishment increases aggressive behaviors (Eron and Huesmann, in press; Floody, 1980) and social cognitive biases and deficits (Dodge and Frame, 1982). This leads the aggressive child to overgeneralize intention of adults and peers as being excessively hostile.

Modes of social-information-processing in role-taking skills are fairly well established by middle childhood and stable across time. This is true of prosocial as well as aggressive behavior (Eron and Huesmann, in press; Patterson, 1982). The child who has a prosocial orientation during the early school-age years will function as a prosocial adult. The child who exhibits aggressive behaviors early in the school career will most likely function in an aggressive manner as an adult.

In a problem situation, such as described by this writer, the mere application of positive reinforcement contingencies is not sufficient (Van Hassett, Hersen, Whitehill & Bellack, 1979) in effectively strengthening areas of social skills needs. A defined program of instruction which leads to training in specific social skills through modeling, behavioral rehearsal, feedback, and practice procedures has been shown by Bandura (1977); Cartledge and Milburn (1980); Cooke and Apolloni (1976); Feshbach, Feshbach, Fauvre and Ballard-Campbell (1983); Jackson, Jackson and Monroe (1983); LaGreca & Santogrossi (1980); and Smith (1982) to be effective in the classroom situation when instituted in curricular form.

Spivack and Shure and their coworkers at Hahnemann Community Mental Health Center in Philadelphia (Shure & Spivack, 1978; Spivack, Platt & Shure, 1976; Spivack & Shure, 1974) have taught teachers of young children to use

a lesson format to train problem-solving in a series of hypothetical and actual interpersonal situations through demonstrations and puppet play to enumerate solutions, to enumerate consequences and to pair specific solutions with specific consequences. The children improved on measures of alternate and consequential thinking as well as overt behavioral adjustment immediately after training and when rated a year later.

McClure, Chinsky and Larcen (1978) used four experimental conditions to train social problem solving skills and overt behavior: Videotape modeling only, videotape plus discussion, videotape plus role-played exercises and no treatment control group. They found that video modeling combined with role playing produced greater overall positive peer interaction skills than did the other conditions.

Modeling, however, can be a viable force in effecting positive behavior if the model is seen as powerful to the child and exhibits nurturing behaviors of friendliness, support, sympathy, protection, and praise. Yarrow, Scott & Waxler (1973) demonstrated that the child will act prosocially in helping conditions if he has observed a model doing so over a period of time. The model in the Yarrow study always verbalized awareness of the distress and help given, showed sympathy and help for the victim and pleasure or relief at the comfort or well-being that resulted from

help.

Models can be influential in that they increase the child's awareness of the situation, supply information as to what the appropriate behavior is in a given situation and about consequences and/or possible rewards of those behaviors (Floody, 1980).

Models also seem to play an important role in setting the rules or norms of behavior, in a given setting. If the model is seen as having power, the child will be more prone to heed verbal inductions of "should's" and "Maternal moralizing" that lead to increased prosocial behaviors (Eisenberg-Berg & Geisheker, 1979; Waxler, Yarrow & King, 1979; Zahavi and Asher, 1978).

Behavioral rehearsal and role playing what has been modeled allows the child to be directly involved in the experiences of positive socialization. The practice of taking the perspective of others in dramatizing victim, aggressor, recipient of aid, person in need, someone sharing (Ianotti, 1978; Staub, 1971) can create feeling of empathy that observational information, alone, can not provide. The child becomes an active participant in the interactions which determine the rules of positive social behavior. He receives immediate feedback for his role playing efforts as well as knowledge of inner-self and other's percepts.

Generally speaking, the child who is frequently prosocial is less likely to be aggressive. The young child

who does not meet the norms of expected school social behavior can best be served, in this writer's view, by early introduction to the procedures espoused by the social-learning theorists and research findings. Most successful practiced training programs for social-learning use modeling, role playing and behavioral rehearsal, feedback, induction and practice in combination, in a structured nurturant environment. It is hoped that the dynamics of this intervention into the cultural dissonance created by a life style and school expectations can ease the child's entry into the new world of school and further guarantee some success in this endeavor.

Chapter Three: Anticipated Outcomes

Statement of General Goals

This practicum was designed as a specific social skills intervention program for the young black inner city child enrolling, for the first time, at the kindergarten level at the Lewis Holmes Elementary School. If this practicum was successful, the young child will more easily resolve conflict caused by the cultural conflict of early social learning style and school prosocial expectation. This, in turn, would enhance the classroom environment and insure greater school success for the child.

Terminal Objectives

The following specific goals were projected for this practicum:

1. The early training in the rules and operations of classroom social interaction.
2. The direct intervention, through modeling, role playing, and practice, into the cultural conflict caused by the newness of school demands.
3. The shortening of length and duration of time necessary for the establishment of age appropriate school behavior.
4. The encouragement of self-discipline in order to maximize academic skill learning.

The following behavioral goals were projected for this practicum:

1. A shift in Consumer Satisfaction Scale (Appendix A) rating scores from negative measures (Completely dissatisfied, Dissatisfied, Slightly dissatisfied) to positive measures (Slightly satisfied, Satisfied, Completely satisfied) for 80% of the children from pretest to posttest.
2. A shift in Time Sample of On Target Behaviors (Appendix B) toward five minutes of on target behavior from pretest to posttest for 80% of the children.
3. A shift in School and Classroom Norms of Discipline in Primary Grades (Appendix C) from Yes to No for those teachers responding to the questionnaire before and after the project.

Chapter Four: Solution Strategy

Previously Utilized Solutions

In the past, the young kindergarten children coming to Holmes, as well as to most black inner city schools, arrived with a value orientation described by McKinney (1971) as proscriptive in dimension. The child was usually punished for doing something bad and rewarded for not engaging in bad behavior. This was in direct opposition to prescriptive child rearing practices which reward the child for doing what was good and punish him for not engaging in desirable activity or prescriptive orientation. Staub (1979) terms these orientations as the "thou shalt not" and the "thou shalt" parental value systems.

This system of proscriptive discipline was carried over from the home into the classroom due to underlying pressure from the community to act on behalf of the home and because it was usually easier for the school, in the short run, to discipline offenders of rule infraction than to search out positive attributes and reward them.

Good, old-fashioned discipline (Hyman and D'Alessandro, September, 1984) with corporal punishment, in some cases, had become practice rather than exception. Hale (1982) describes this heritage of disciplining in her grandmothers' study as being more firm and physical, preferring the switch or "whipping" when the child does wrong, over the reasoning

strategies employed by the white grandmother. Aside from those findings, common practice in the black inner city school was generally a rigid, forceful and immediate form of superimposed control which reinforced and perpetuated a self-fulfilling prophecy of monocultural aggressive and impulsive behavior.

As a result, a disproportionate amount of classroom time was spent in behavioral control strategies reducing the time afforded for academic curricular content. Hyman and D'Alessandro (1984) had listed the alternate solutions to forceful control as set forth by the ongoing studies of the National Center for the Study of Corporal Punishment and Alternatives in the Schools (NCSCPAS). Among the several possible remedies mentioned were applying techniques of behavior modification and modifying the classroom climate. They further state that the prevention of discipline problems was the best solution. This writer fully agreed. Prevention of disruptive school behavior seemed to be the most feasible solution.

Present Solution

This writer proposed a practicum solution to the problem of prosocial behavior in a black inner city kindergarten, using procedures set forth by the social-learning theorists and researchers in curriculum form. This curriculum was organized around the themes of school and classroom

- * social relations skills and rules of behavior within

the classroom, and rules and behaviors outside the classroom;

- * intra and interpersonal conflict resolution, relating to violations of personal and others' space needs;
- * irrational and rational beliefs;
- * sharing with another and others;
- * cooperative activity between and among two or more children.

Pre check lists and inventories were completed and parental permission (Appendix D) was obtained for video taping and photographing the children.

Lessons were conducted for approximately one hour twice a week, for ten weeks. A single lesson theme lasted for one week and two sessions. The initial one hour period covered an introduction to the concept. The instructional sequence utilized modeling by an authority figure by "thou shalt" or prescriptive action. The model verbalized what he or she was doing step-by-step. The procedure was then verbally reviewed by the group.

The model invited small groups of children to follow the model's suit. Once the group had practiced the procedure, it was again verbally reviewed and praise given the actors when appropriate. Praise for good performances was elicited from the total group as well.

The small group process was repeated until all children had had a chance to act out the procedure. The entire group

was than video taped acting out the roles set down by the concept. Photographic stills were taken of the children acting out the concept and those were developed and mounted on a bulletin board set aside for visual review of the week's concept.

During the week the children continued to practice the procedures that were instituted during the initial session. The second session was conducted later in the week. The previous video taping was shown to the children at this time. Behavior was discussed and the children were encouraged to better their past performances. The roles were again practiced and then video taped.

All ten lessons followed a similar format. Parents were invited to view the video tapes at the end of the fifth week of instruction and at the end of the tenth week of instruction. The parents were able to view the photographs as they appeared on the bulletin board at any time during school hours.

Once the program was completed, the checklists and inventories were taken again following the same procedures as on pretest schedules. Results were compiled and will be discussed in Chapter Five.

Original
Calendar of Activity Implementation

PreliminariesMonth-Year

- | | |
|---|-----------------|
| 1. Submission and approval of proposal. | September, 1984 |
| 2. Permission to implement. | September, 1984 |

Month One:

- | | |
|---|-----------------|
| 1. Implementation of assessment components. | September, 1984 |
| 2. Implementation of first weeks of the curriculum. | October, 1984 |

Month Two:

- | | |
|--|---------------------------------|
| 1. Continuation of curriculum. | October, 1984
November, 1984 |
| 2. Parent meeting to view video tapes. | November, 1984 |

Month Three:

- | | |
|--------------------------------|----------------------------------|
| 1. Continuation of curriculum. | November, 1984
December, 1984 |
|--------------------------------|----------------------------------|

Month Four:

- | | |
|---|---------------------------------|
| 1. Continuation of curriculum. | December, 1984
January, 1985 |
| 2. Implementation of reassessment components. | January, 1985 |
| 3. Parent meeting to view video tapes. | January, 1985 |

Month Five:

- | | |
|-------------------------------------|----------------------------|
| 1. Assessment of data collected. | February, 1985 |
| 2. Preparation of practicum report. | March, 1985
April, 1985 |

Report of Action Taken

The actions taken to implement the solution to early classroom prosocial behavior in an inner city kindergarten were those previously discussed, in length, in the early portion of this chapter. However, the sequence of events did not follow the original time table as closely as this writer had planned.

It was late September before the kindergarten class enrollment was stabilized. Thus, parental permission for video taping was not obtained until the first week in October. Pretesting was also done the first week in October. Consumer Satisfaction Scale was completed by the Assistant Curriculum Coordinator for Follow Through. The Time Sample of On Target Behaviors was done by the teacher aide who is in the classroom on a part time basis.

The Prosocial Curriculum and video taping did not start until well into October. The school camera was taken by a person or persons unknown. A second video camera was rented by this writer in order to continue the project. Some of the video film was also taken when the first camera was removed. There were also technical difficulties with the portable video cassette recorder, and as a result most of the video taping had to be done within the classroom itself.

In early December there was a work stoppage for most Board of Education employees. This strike lasted two weeks. School convened again the week before Christmas

vacation, which made it difficult to reestablish the curriculum in late December. Therefore, it can be said with some certainty that little was done to further the curricular activities during the month of December. The curriculum was carried forward during the month of January and continued into the first week of February. The parents saw the tapes in mid February for the second viewing.

The implementation of reassessment components did not take place until February, 1985. As a result, the assessment of the data did not take place until March and the report writing was not begun until April. The writing continued well into June.

Despite the unpredicted delays in implementing and continuing the curriculum, the resulting classroom environment was visibly enhanced after the "newness of the camera" effect wore off. The most difficult part of the entire program was the beginning or social relations skills phase. It was during this introductory portion of the prosocial program that this writer found many of the children to be verbally withdrawn. This was most magnified when the children were first asked to introduce themselves to the audience and then to one another.

The ability to verbalize fluently and audibly was very restricted in the beginning. This led to a longer than the originally planned two week period of time. Much time had to be devoted to allowing the children to introduce themselves,

listen to and view the introduction of self and others, and talk so as to be easily heard by others.

In this respect, the video taping and viewing did much to bring the children out, and the voice levels up to a pleasant level of assertion. While this took much time in terms of practice on tape and during the regular classroom activities, the later rewards were definitely noticeable in children who were very shy, and/or withdrawn verbally,

The intra and interpersonal conflict resolution, relating to violations of personal and others' space needs phase went according to plan. The prime exercises in this section of the curriculum were sitting on the circle, taking turns, and lining up in an orderly fashion.

Irrational and rational beliefs were explored in terms of missing personal equipment, and conflict instigation. Respect for property, personal and public (school facilities) was stressed. The end results of abusing another's was openly discussed. Each step leading to the eventual conflict was verbally outlined:

- * What is the first thing that happens when "You" take something that does not belong to you?
- * What is the first thing "You" do when you find someone has taken something that belongs to you?
- * Do you falsely accuse another without investigation?
- * What are the steps to "rational" investigation?

- * How do you "feel" when someone takes something that belongs to you?
- * How do you "feel" when you take something that does not belong to you?

This section of curriculum was followed with sharing with another and others. The main thrust to this component was sharing without conflict in working situations.

The last facet of the ten week program was cooperative activity between and among two or more children. The phase was cut short because of the extra time taken in the beginning for the social relations skills portion. However, many of the techniques developed in "sharing with another and others" overlapped with this phase and this writer did not feel the shortening was detrimental to total curriculum.

It must be stated at this point that the curriculum continued for the rest of the school year even though the terminating data was collected in February. Many visitors to the classroom commented on the fact that groups of children were working together toward some end, without conflict, every day, long after the present study ended.

The parental comments about individual children were particularly delightful. The most memorable came from a previously shy and withdrawn little girl, who was being reared by her grandmother. "My grandmother said that I used to be very shy until I came here. Now I have a 'motor mouth'."

Chapter Five: Results, Conclusions, and Recommendations

Consumer Satisfaction Scale Results

Thirty (30) children participated in the entire project for this practicum. They were all pre and post tested. There were twenty-five (25) items on each individual Consumer Satisfaction Scale checklist. A total of seven hundred and fifty points were possible for the entire group on each testing. The following is a summation of the results.

<u>C.S.S.</u>	<u>Pretest</u>	<u>Posttest</u>
Completely Dissatisfied	4 (.5%)	0
Dissatisfied	154 (21%)	4 (.5%)
Slightly dissatisfied	<u>254</u> (34%)	<u>111</u> (15%)
Total	412 (55%)	115 (15%)
Neither satisfied or dissatisfied	122 (16%)	4 (.5%)
Slightly satisfied	141 (19%)	401 (53%)
Satisfied	75 (10%)	230 (31%)
Completely satisfied	<u>0</u>	<u>0</u>
Total	216 (29%)	631 (84%)

The results of the two testings showed little attention paid to the extreme levels of Completely dissatisfied or Completely satisfied. There was, however, substantial change

from pretest to posttest, from Dissatisfied and Slightly dissatisfied to Slightly satisfied and Satisfied. There was also notable change in Neither satisfied or dissatisfied from pretest to posttest.

The testing that took place before the practicum begun shows 55% of the points given to be on the negative side of the behavioral continuum. Another 16% of the points given to the group were undecided or as the scale states, "Neither satisfied or dissatisfied". After completion of the curriculum 84% of the points given were on the positive side of the continuum or "Slightly satisfied and Satisfied". A sample of Consumer Satisfaction Scale continuum may be seen as Appendix E.

Time Sample of On Target Behaviors

The data for the Time Sample was collected on October 9th, 10th and 11th, 1984 (see Appendix B), and again on the 22th, 23rd and 24th of January, 1985. The same thirty children were rated as on the Consumer Satisfaction Scale. The following is a summation of the pre and post test results (see Appendix F).

<u>T.S.O.O.T.B.</u>	<u>Pretest</u>	<u>Posttest</u>
On Task	440	160
Off Task	434	166

There was basically no change from pretest to posttest on this rating scale. The reasons for no change are a matter of supposition. The time sample was too short in

of activity from pretest conditions to posttest conditions; and/or the population was too "normal" (Jones and Jones, 1981) to expect results from a behavior modification time sample. These are a few of more important considerations in the lack of more constructive and interpretive data from the T.S.O.T.B.

School and Classroom Norms of Discipline
in the Primary Grades

The S.C.N.D.P.G. was administered to the eight kindergarten and primary teachers at the School the first week in October, 1984 and again the last week of January, 1985. There was a total of five points given for each survey (see Appendix C). The following is a summation of the results of the pre and post testing.

<u>S.C.N.D.P.G.</u>	<u>Pre</u>	<u>Post</u>
Yes	0	0
Sometimes	0	0
No	40	40

The results confirm the fact that the teachers refuse to acknowledge the use of harsh discipline procedures in the school environment. "Yes" answer on the questionnaire indicated harsh discipline was used to maintain control. "Sometimes" answer indicated that severe discipline was used some of the time. "No" indicated that harsh or punitive

measures were not used. As the results indicate, no harsh discipline was used before the study began or after the study ended. The results are contrary to the writer's viewing experience, and those outlined by Hyman and D'Alessandro (September, 1984) in their studies of inner city schools. It is possible given a larger sample and a questionnaire administrator unknown to the teachers different results might have been forthcoming.

Conclusions

A summary inspection of the results of the Consumer Satisfaction Scale would indicate that this solution strategy of directly promoting prosocial behavior in an inner city kindergarten was effective. The results would also suggest the curriculum become a permanent part of the early kindergarten course of study.

The results of the Time Sample of On Target Behaviors suggest that this sample of pre and post test behavior was inappropriate to this study. The same holds true for the School and Classroom Norms of Discipline in the Primary Grades. It is possible, under different circumstances, the behavioral patterns reflected on these samplings may be different than those cited. However, for the purpose of this practicum neither the T.S.O.T.B. or the S.C.N.D.P.G. added any information, positive or negative, to the study.

In summary, the prosocial behavior of the inner city kindergarten child can be greatly enhanced in the school setting through a program of step by step modeling, practicing the modeled procedures, video taping and viewing the video tapes of behavior before and after practice effect. By delivering a prosocial curriculum early in the school term and school career of the young child, much time spent in the classroom can be devoted directly to academic learning rather than in disciplinary procedures.

Recommendations

1. Those wishing to replicate this practicum, or conduct a similar study, would do well to allot time before the study began for student verbalization practice or afford a longer than two week introductory phase for verbalization practice.
2. Professionals wishing to implement a similar modeling and video curriculum would do well to first investigate thief-proof storage for valuable equipment and tapes before implementation.
3. Those professionals considering pre and post testing procedures before curriculum is implemented and after curriculum's termination, would do well to consider using rating instruments such as the Consumer Satisfaction Scale (Appendix A) described in this Practicum report.
4. By the same token, professionals considering pre and

post testing, as part of a curricular endeavor in establishing prosocial behavior, would do well to avoid such instruments as Time Sample of On Target Behaviors (Appendix B) and School and Classroom Norms of Discipline in the Primary Grades (Appendix C).

5. The early childhood and/or kindergarten teacher of inner children would do well to teach prosocial skills as part of the standard curriculum, rather than expect children to immediately conform to the rules and regulations not familiar to them. Preventative measures of direct instruction in expectation and action appear to be an effective and efficient method of insuring teacher, teaching and school success in multi-cultural situations.

Dissemination

This Practicum Report will be shared with the faculty members at Lewis Holmes Elementary School at the first bimonthly faculty meeting in September, 1985. Two copies will be placed in the Professional Library at the School for distribution to those who are interested in reading the complete study.

In addition, definite efforts will be made to condense and rewrite this material in order to submit it to the professional journals for consideration. If the material is accepted for publication, in the future, the effects of the present study will take on greater dimensions.

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Please circle one: Mother Father Teacher Consultant Other: _____
Also circle Pre or Post. (specify)

Child: _____ Date: _____

Please indicate your satisfaction with the extent to which the child shows, or does not show, each behavior. Please circle only one number per item that best describes your opinion.

For example, a child who does not throw things might be rated as follows on this sample item.

- A. Throwing items. That is, the child forcefully sends objects at another person or object. 1 2 3 4 5 6 7

Please circle only one number per item.

- | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. Verbal abuse. For example, child uses words or laughter to hurt or frighten others. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Doing what is asked. That is, child obeys without delaying or complaining. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Listening well. For example, child can accurately repeat what was told. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Engaging in conversations. For example, child starts conversations with others or maintains conversations by actively participating. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Eye contact. That is, child looks right at the other person during a conversation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Friendliness. For example, child smiles and shows concern for others by asking about them. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Kindness and respect. That is, child treats others in a compassionate, respectful manner. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Problem solving. That is, child sees alternatives in problem situations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Accepting responsibility. That is, child accepts consequences of his/her actions without blaming others or making excuses. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Sincerity and openness. That is, child is frank and able to express feelings. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

11. Compromising. For example, child weighs his/her own needs and those of the other person to find a solution acceptable to both.

12. Accepting criticism. That is, child listens to others' opinions and uses constructive criticism.

13. Complaining. That is, child whines, argues, or protests.

14. Self-confidence. That is, child feels self-assured and seems to like himself/herself.

15. Assertiveness. For example, child stands up for his/her rights by expressing his/her needs.

16. Dishonesty. That is, child lies, cheats, or exaggerates.

17. Reacting violently. For example, child becomes aggressive at small provocations.

18. Physical abuse. That is, child physically hurts people or things.

19. Positiveness. That is, child shows appreciation and gives compliments.

20. Accepting compliments. For example, child receives compliments without becoming nervous, embarrassed, or arrogant.

21. Sense of humor. That is, child is witty or seems to enjoy joking with others.

22. Bossiness and self-centeredness. That is, child seems to think only of himself/herself and tells others what to do.

23. Demanding. For example, child is insistent about getting help or attention from others.

24. Giving up easily. That is, child avoids new tasks or responsibilities.

25. Cooperation. That is, child works with others to reach a goal.

	1	2	3	4	5	6	7
11. Compromising. For example, child weighs his/her own needs and those of the other person to find a solution acceptable to both.	1	2	3	4	5	6	7
12. Accepting criticism. That is, child listens to others' opinions and uses constructive criticism.	1	2	3	4	5	6	7
13. Complaining. That is, child whines, argues, or protests.	1	2	3	4	5	6	7
14. Self-confidence. That is, child feels self-assured and seems to like himself/herself.	1	2	3	4	5	6	7
15. Assertiveness. For example, child stands up for his/her rights by expressing his/her needs.	1	2	3	4	5	6	7
16. Dishonesty. That is, child lies, cheats, or exaggerates.	1	2	3	4	5	6	7
17. Reacting violently. For example, child becomes aggressive at small provocations.	1	2	3	4	5	6	7
18. Physical abuse. That is, child physically hurts people or things.	1	2	3	4	5	6	7
19. Positiveness. That is, child shows appreciation and gives compliments.	1	2	3	4	5	6	7
20. Accepting compliments. For example, child receives compliments without becoming nervous, embarrassed, or arrogant.	1	2	3	4	5	6	7
21. Sense of humor. That is, child is witty or seems to enjoy joking with others.	1	2	3	4	5	6	7
22. Bossiness and self-centeredness. That is, child seems to think only of himself/herself and tells others what to do.	1	2	3	4	5	6	7
23. Demanding. For example, child is insistent about getting help or attention from others.	1	2	3	4	5	6	7
24. Giving up easily. That is, child avoids new tasks or responsibilities.	1	2	3	4	5	6	7
25. Cooperation. That is, child works with others to reach a goal.	1	2	3	4	5	6	7
Totals	4	12	24	22	1	7	0

Please add any comments regarding particular areas.

Appendix B
N-30

Time Sample of On Target
Behaviors

	Time begun	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
	Every fifteen seconds	On Task					Off Task				
1			13	12	4			2	0		
2			13	12	4			2	0		
3			2	10	3			1	0	2	
4			7	6	5			1	6	0	
5			7	6	5			6	6	2	
6			7	7	5			6	5	0	
7			6	9	5			7	4	2	
8			10	10	5			12	2	0	
9			10	10	5			12	2	0	
10			11	10	2			2	2	2	
11			11	12	2			2	0	2	
12			12	0	3			2	2	2	
13			13	0	4			1	2	1	
14			8	7	5			5	5	0	
15			9	7	5			4	5	0	
16			9	8	3			4	6	2	
17			9	7	3			5	5	2	
18			10	7	3			2	5	2	
19			10	9	5			2	2	0	
20			10	0	5			5	3	0	

Pre Test Totals

440

160

Child's Name

Date Begun

Appendix C
N-8

School and Classroom Norms
of
Discipline in the Primary Grades

	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
1. I bang on a desk or table with a ruler or board to establish order when the class is disruptive.			8
2. I use a ruler or board to establish control when students are unruly in line.			8
3. Parents expect me to spank unruly children.			8
4. Parents know of methods used to establish discipline in my classroom.			8
5. I expect the children in my classroom to be quiet at all times.			8
	Total		<u>40</u>

Appendix D

Parental Consent Form
for
Videotaping and Photographing

I give permission for my child _____
to be videotaped and photographed as part of Room 106's
curriculum.

I understand that I will be invited to review the video
tapes after the first five weeks of taping and again after
ten weeks of taping.

I understand that I may see the photographs at any time
in the classroom.

parent's signature

Lewis Holmes School
Georgia Lowel, Principal

Janice Schnobrich, teacher
Kindergarten Room 106

N=30

Please circle one: Mother Father Teacher Consultant Other: _____
Also circle Pre or Post. (specify)

Child: _____ Date: _____

Please indicate your satisfaction with the extent to which the child shows, or does not show, each behavior. Please circle only one number per item that best describes your opinion.

For example, a child who does not throw things might be rated as follows on this sample item.

- A. Throwing items. That is, the child forcefully sends objects at another person or object. 1 2 3 4 5 6 7

Please circle only one number per item.

	1	2	3	4	5	6	7
1. Verbal abuse. For example, child uses words or laughter to hurt or frighten others.							
2. Doing what is asked. That is, child obeys without delaying or complaining.							
3. Listening well. For example, child can accurately repeat what was told.							
4. Engaging in conversations. For example, child starts conversations with others or maintains conversations by actively participating.							
5. Eye contact. That is, child looks right at the other person during a conversation.							
6. Friendliness. For example, child smiles and shows concern for others by asking about them.							
7. Kindness and respect. That is, child treats others in a compassionate, respectful manner.							
8. Problem solving. That is, child sees alternatives in problem situations.							
9. Accepting responsibility. That is, child accepts consequences of his/her actions without blaming others or making excuses.							
10. Sincerity and openness. That is, child is frank and able to express feelings.							

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11. Compromising. For example, child weighs his/her own needs and those of the other person to find a solution acceptable to both.
12. Accepting criticism. That is, child listens to others' opinions and uses constructive criticism.
13. Complaining. That is, child whines, argues, or protests.
14. Self-confidence. That is, child feels self-assured and seems to like himself/herself.
15. Assertiveness. For example, child stands up for his/her rights by expressing his/her needs.
16. Dishonesty. That is, child lies, cheats, or exaggerates.
17. Reacting violently. For example, child becomes aggressive at small provocations.
18. Physical abuse. That is, child physically hurts people or things.
19. Positiveness. That is, child shows appreciation and gives compliments.
20. Accepting compliments. For example, child receives compliments without becoming nervous, embarrassed, or arrogant.
21. Sense of humor. That is, child is witty or seems to enjoy joking with others.
22. Bossiness and self-centeredness. That is, child seems to think only of himself/herself and tells others what to do.
23. Demanding. For example, child is insistent about getting help or attention from others.
24. Giving up easily. That is, child avoids new tasks or responsibilities.
25. Cooperation. That is, child works with others to reach a goal.

	Completely dissatisfied	Dissatisfied	Slightly dissatisfied	Neither satisfied nor dissatisfied	Slightly satisfied	Satisfied	Completely satisfied
11. Compromising. For example, child weighs his/her own needs and those of the other person to find a solution acceptable to both.	1	2	3	4	5	6	7
12. Accepting criticism. That is, child listens to others' opinions and uses constructive criticism.	1	2	3	4	5	6	7
13. Complaining. That is, child whines, argues, or protests.	1	2	3	4	5	6	7
14. Self-confidence. That is, child feels self-assured and seems to like himself/herself.	1	2	3	4	5	6	7
15. Assertiveness. For example, child stands up for his/her rights by expressing his/her needs.	1	2	3	4	5	6	7
16. Dishonesty. That is, child lies, cheats, or exaggerates.	1	2	3	4	5	6	7
17. Reacting violently. For example, child becomes aggressive at small provocations.	1	2	3	4	5	6	7
18. Physical abuse. That is, child physically hurts people or things.	1	2	3	4	5	6	7
19. Positiveness. That is, child shows appreciation and gives compliments.	1	2	3	4	5	6	7
20. Accepting compliments. For example, child receives compliments without becoming nervous, embarrassed, or arrogant.	1	2	3	4	5	6	7
21. Sense of humor. That is, child is witty or seems to enjoy joking with others.	1	2	3	4	5	6	7
22. Bossiness and self-centeredness. That is, child seems to think only of himself/herself and tells others what to do.	1	2	3	4	5	6	7
23. Demanding. For example, child is insistent about getting help or attention from others.	1	2	3	4	5	6	7
24. Giving up easily. That is, child avoids new tasks or responsibilities.	1	2	3	4	5	6	7
25. Cooperation. That is, child works with others to reach a goal.	1	2	3	4	5	6	7
Total	2	4	11	4	40	23	7

Please add any comments regarding particular areas.

Time Sample of On Target
Behaviors

	Time begun										
		Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
	Every fifteen seconds	On Task					Off Task				
1			11	12	5			2	0	0	
2			11	12	5			2	0	0	
3			10	0	5			2	0	0	
4			0	0	5			2	0	0	
5			8	7	3			5	5	0	
6			8	7	3			5	5	0	
7			8	7	3			5	5	0	
8			11	10	5			2	0	0	
9			11	12	5			2	0	0	
10			9	8	3			5	5	0	
11			9	8	3			5	5	0	
12			0	8	3			5	5	0	
13			2	10	3			7	2	2	
14			6	6	5			7	6	0	
15			6	6	5			7	6	0	
16			6	6	5			7	6	0	
17			2	0	5			5	5	0	
18			2	0	5			7	6	0	
19			2	0	5			7	6	0	
20			2	10	5			7	6	0	

Post Test Totals

484

166

Child's Name

Date Begun

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Appendix G
N=8

School and Classroom Norms
of
Discipline in the Primary Grades

	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
1. I bang on a desk or table with a ruler or board to establish order when the class is disruptive.			8
2. I use a ruler or board to establish control when students are unruly in line.			8
3. Parents expect me to spank unruly children.			8
4. Parents know of the methods used to establish discipline in my classroom.			8
5. I expect the children in my classroom to be quiet at all times.			8
		Total	<u>40</u>